

**Michigan Department of Labor and Economic Growth
Office of Adult Education and the Commission on Spanish Speaking Affairs
English as a Second Language Curriculum Framework for Adults**

Level (EFL): **Beginning ESL Literacy**
CASAS: 180 and below

Strand A: **Listening**

Listening Content Standard	
Students will begin to understand the spoken word from a variety of English speakers in diverse situations.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
1.1.1 Demonstrate comprehension of basic commands through physical action.	<ul style="list-style-type: none"> Understand and follow simple oral directions. Respond to Total Physical Response (TPR) lessons: "Take some chalk." "Write your name." "Point to your nose."
1.1.2 Respond to simple commands.	<ul style="list-style-type: none"> Follow oral instructions: "Stand up." "Sit down." "Turn right." "Open your book to page 12."
1.1.3 Demonstrate understanding of simple words, phrases, and questions drawn from familiar materials, such as personal information.	<ul style="list-style-type: none"> Answer information questions, such as: name, address, and telephone number. Express simple greetings. Draw a picture in response to the teacher's instruction, such as a student's home or family. Communicate learned information.
1.1.4 Demonstrate understanding of expressions of courtesy.	<ul style="list-style-type: none"> Respond to standard polite expressions for greeting and leaving.
1.1.5 Recognize spoken letters and numbers 1 to 20.	<ul style="list-style-type: none"> Circle the letter or number spoken in a variety of ways by the teacher.
1.1.6 Recognize spoken time.	<ul style="list-style-type: none"> Circle the time spoken in a variety of ways by the teacher: "It's 4:30." "It's half-past 4." Draw in the hands of the clock.
1.1.7 Recognize spoken money amounts.	<ul style="list-style-type: none"> Circle the money amount spoken in a variety of ways by the teacher: "5¢" "\$1.50" "\$12" "a dollar-fifty" "a dollar-and-a-half"
1.1.8 Answer simple questions after listening to an audio tape.	<ul style="list-style-type: none"> Answer questions about the listening assignment, such as: "What's his name?" "Where is he from?" "Is he married?"

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Strand B: **Speaking**

Speaking Content Standard	
Students will begin to express themselves orally using English in the home, community, and/or workplace.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
1.2.1 Express basic needs with simple words or phrases drawn from learned materials.	<ul style="list-style-type: none"> Give personal information: birthday, birth date, place of birth. State: "I want" "I need" "Where is . . . ?"
1.2.2 Repeat words and phrases for clarification and to improve pronunciation.	<ul style="list-style-type: none"> Ask: "How do I say . . . ?" "What does . . . mean?" Say: "Excuse me, please repeat." "Slowly please."
1.2.3 Answer simple questions with yes, no, or one-word responses.	<ul style="list-style-type: none"> Give short answers to yes/no and information Questions, such as: "Do you like apples?" "Is this your pen?" "How are you?"
1.2.4 Answer simple questions about personal information.	<ul style="list-style-type: none"> Ask: "What's your name?" "What's your address?" "Where are you from?"
1.2.5 Spell orally.	<ul style="list-style-type: none"> Spell: your first name your last name your street name
1.2.6 Speak greetings.	<ul style="list-style-type: none"> Say: "Good morning." "Good afternoon." "Good evening." "How are you?" "Fine, thank you." "See you tomorrow."
1.2.7 Tell time on the hour, half hour, and quarter hour.	<ul style="list-style-type: none"> Say: "It's 6:00." "It's 3:30." "It's 12:15." "It's 1:45."
1.2.8 Speak money amounts.	<ul style="list-style-type: none"> Say: "5¢" "1.50" "\$11.20"
1.2.9 Speak calendar dates.	<ul style="list-style-type: none"> Say the days of the week. Say the months of the year. Use "today," yesterday," and "tomorrow."
1.2.10 Build a basic working vocabulary.	<ul style="list-style-type: none"> Say: places around town family members foods parts of the body school items

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Strand C: **Reading**

Reading Content Standard	
Students will begin to read the written word with fluency and comprehension.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
1.3.1 Discriminate between shapes in both uppercase and lowercase letters.	<ul style="list-style-type: none"> • Identify letters by name. • Recognize letters out of sequence.
1.3.2 Demonstrate eye movement from top-to-bottom and left-to-right.	<ul style="list-style-type: none"> • Identify the beginning of a sentence. • Read a simple sentence. • Scan to find simple information on a page. • Follow the page format.
1.3.3 Discriminate among numerals.	<ul style="list-style-type: none"> • Read an address. • Read a price tag. • Recognize and name numbers. • Read a speed limit sign. • Read a calendar. • Read a telephone number.
1.3.4 Relate phonological sounds to letters.	<ul style="list-style-type: none"> • Relate a consonant sound to phonological spelling in English, such as: Consonant Digraphs Short vowel sounds in three-letter words Word families Consonant Blends Final consonant blends
1.3.5 Recognize survival signs with one word or symbol.	<ul style="list-style-type: none"> • Identify the difference between a Stop sign and a Go sign. • Identify the bathroom by gender. • Find an exit sign.
1.3.6 Recognize and understand isolated words or phrases.	<ul style="list-style-type: none"> • Read and follow simple directions. • Point to a vocabulary match. • Circle the word that is the same.
1.3.7 Discriminate between innate basic punctuation marks, such as: the period, comma, apostrophe, question mark, and exclamation point.	<ul style="list-style-type: none"> • Identify ending of a sentence. • Identify simple contractions.

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Level (EFL): **Beginning ESL Literacy**
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Strand D: **Writing**

Writing Content Standard	
Students will begin to express themselves in written English using clear and grammatically correct structures.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
1.4.1 Demonstrate limited use of writing instrument.	<ul style="list-style-type: none"> • Hold a pen or pencil in his/her hand. • Write on a line. • Write his/her name.
1.4.2 Trace shapes and letters, following guide arrows or other directions.	<ul style="list-style-type: none"> • Write from left to right. • Differentiate directions left/right, up/down. • Write the letter of the alphabet on a line.
1.4.3 Copy letters of the alphabet and numerals.	<ul style="list-style-type: none"> • Reproduce upper-case letters. • Reproduce lower-case letters. • Reproduce numbers. • Copy an address.
1.4.4 Copy basic information for personal identification on a form.	<ul style="list-style-type: none"> • Write his/her name on a form. • Write his/her address and telephone number on a form, such as a driver's license and simple work application.
1.4.5 Copy words from a chalkboard.	<ul style="list-style-type: none"> • Copy vocabulary words with the correct spelling. • Copy a sentence with correct punctuation.
1.4.6 Comprehend how print corresponds to spoken language.	<ul style="list-style-type: none"> • Write dictated vocabulary words. • Match a sound to a letter. <p>Interview a classmate and write the answers to such statements as: "I like" "He likes" "She likes"</p>

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English as a Second Language Curriculum Framework for Adults**

Level (EFL): **Low Beginning ESL**
CASAS: 181-190

Strand A: **Listening**

Listening Content Standard	
Students will become increasingly able to understand the spoken word from a variety of English speakers in diverse situations.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
2.1.1 Follow simple commands.	<ul style="list-style-type: none"> Respond to simple and multi-step directions.
2.1.2 Demonstrate ability to understand and respond to simple questions.	<ul style="list-style-type: none"> Give short answers to yes/no and information questions.
2.1.3 Demonstrate comprehension of simple words in context of common, everyday situations.	<ul style="list-style-type: none"> Follow the teacher's simple classroom directions. Make statements related to basic needs using previously learned words and phrases.
2.1.4 Demonstrate understanding of simple face-to-face conversations using previously learned material.	<ul style="list-style-type: none"> Understand and give short answers to yes/no information questions. Answer simple questions with yes/no. Agree/disagree and respond appropriately. State emotions, feelings, and requests in simple language. Distinguish between statements and questions.
2.1.5 Demonstrate strategies to check for understanding.	<ul style="list-style-type: none"> Clarify meaning by repeating the word. Ask related questions. Ask for repetition.
2.1.6 Respond appropriately to short emergency warnings.	<ul style="list-style-type: none"> Respond to "Stop!" "Get back." "Slow down."
2.1.7 Demonstrate understanding of simple audio recordings using previously learned material.	<ul style="list-style-type: none"> Answer simple questions about the topic, such as: "What day are they meeting for lunch?" "What time are they meeting?"
2.1.8 Recognize spoken cardinal numbers 20 to 100 and ordinal numbers "first" to "fifteenth."	<ul style="list-style-type: none"> Circle the number spoken by the teacher. Differentiate between numbers that sound alike, such as "fourteen" and "forty."

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CASAS: 181-190

Strand B: **Speaking**

Speaking Content Standard	
Students will become increasingly able to express themselves orally using English in the home, community, and workplace.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
2.2.1 Pronounce English sounds that are comprehensible to the American listener.	<ul style="list-style-type: none"> Pronounce his/her name, address, and telephone number understandably. Know and produce the sounds of the English alphabet.
2.2.2 Interact using a limited active vocabulary.	<ul style="list-style-type: none"> Verbally respond to the teacher and classmates. Ask for directions and demonstrate the answer.
2.2.3 State in simple language emotions and feelings and make requests.	<ul style="list-style-type: none"> Describe in simple words: symptoms, feelings, and emotions at the doctor's office, at the hospital, and in social situations.
2.2.4 Make statements related to basic needs using previously learned words and phrases.	<ul style="list-style-type: none"> Ask for assistance. Request simple information and objects. Find and buy groceries, purchase clothing items, and purchase medications.
2.2.5 Answer simple questions with yes, no, one word, or short-phrase responses.	<ul style="list-style-type: none"> Respond appropriately to simple requests or questions.
2.2.6 Ask simple questions using the question words (who, what, where, when, why, and how).	<ul style="list-style-type: none"> Ask such questions as: "Where can I find . . . ?" "What time is it?" "How do I get to . . . ?"
2.2.7 State emotions and feelings.	<ul style="list-style-type: none"> Tell a doctor or nurse how he/she feels. Call in sick to work, school, etc. Express daily feelings.
2.2.8 Speak with a partner on an assigned topic.	<ul style="list-style-type: none"> Ask and answer simple questions in dialog fashion.
2.2.9 Obtain simple job interview skills	<ul style="list-style-type: none"> Answer simple job interview questions. "What can you do?" "Can you cook?" "Do you like to work indoors?"

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Level (EFL): **Low Beginning ESL**
CASAS: 181-190

Strand C: **Reading**

Reading Content Standard	
Students will become increasingly able to read the written word with fluency and comprehension.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
2.3.1 Read simple sentences, short paragraphs, and simple advertisements, and abbreviations.	<ul style="list-style-type: none"> • Read and understand simple advertisements for product or services. • Read and understand simple instructions. • Read and interpret want ads.
2.3.2 Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence).	<ul style="list-style-type: none"> • Decode a simple unknown word.
2.3.3 Recognize basic sight words.	<ul style="list-style-type: none"> • Read simple sentences containing sight words. • Read and understand simple paragraphs in the lesson.
2.3.4 Interpret sentences using vocabulary and structures previously learned orally.	<ul style="list-style-type: none"> • Read sentences and answer questions based on vocabulary and grammar lessons. • Read test questions. • Use simple context clues to discern meaning of unknown words, such as homophones (i.e. “sum” and “some”).
2.3.5 Discriminate between basic punctuation marks, such as: period, comma, apostrophe, question mark, and exclamation point.	<ul style="list-style-type: none"> • Identify the ending of a sentence. • Identify commas in a list of items. • Identify apostrophes in simple contractions. • Identify a “?” or “!” at the end of a sentence.
2.3.6 Read the time on a variety of clocks and watches.	<ul style="list-style-type: none"> • Circle the picture of the clock showing the time printed.
2.3.7 Recognize the values of currency and coins.	<ul style="list-style-type: none"> • Circle the picture of the currency and coins showing the amount printed.

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Level (EFL): **Low Beginning ESL**
CASAS: 181-190

Strand D: **Writing**

Writing Content Standard	
Students will become increasingly able to express themselves in written English using clear and grammatically correct structures.	
Benchmarks On exit of this level, the student is able to:	Ex Applications Examples of How/Where Students May Use This Skill
2.4.1 Print the letters of the alphabet legibly.	<ul style="list-style-type: none"> • Write his/her name and address. • Write the numerical date. • Write his/her birth date.
2.4.2 Write cardinal and ordinal numbers.	<ul style="list-style-type: none"> • Fill out a blank check. • Write a telephone number. • Write a social security number.
2.4.3 Communicate simple thoughts and information in journal entries using high-frequency patterns.	<ul style="list-style-type: none"> • Write a weekly journal. • Write short messages to an e-mail pal. • Write a short note to a teacher/fellow-worker. • Write a thank you note.
2.4.4 Communicate basic emotions and needs especially related to health, well-being, and safety.	<ul style="list-style-type: none"> • Write a simple note to a child's teacher explaining an absence.
2.4.5 Write a list.	<ul style="list-style-type: none"> • Write a short, dictated list of items. • Write a grocery list. • Write an invitation list.
2.4.6 Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials.	<ul style="list-style-type: none"> • Accurately copy a vocabulary list from the board.
2.4.7 Fill out simple forms which require biographical/personal information.	<ul style="list-style-type: none"> • Complete a simple job application. • Complete a registration form. • Fill in information on a chart.
2.4.8 Alphabetize lists or items.	<ul style="list-style-type: none"> • Alphabetize vocabulary words. • Place in alphabetical order lists of names.
2.4.9 Use basic punctuation correctly.	<ul style="list-style-type: none"> • Begin each sentence with a capital letter. • End each sentence with a period. • End each question with a question mark. • Correctly place an apostrophe in a contraction.

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Level (EFL): **High Beginning ESL**
CASAS: 191-200

Strand A: **Listening**

Listening Content Standard	
Students will become increasingly able to understand the spoken word from a variety of English speakers in diverse situations.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
3.1.1 Demonstrate understanding of simple words, phrases, and questions drawn from learned topics.	<ul style="list-style-type: none"> • Respond to classroom directions. • Follow the teacher's directions, such as: sit down, circle, underline, cross-out. • Understand an activity's instructions. • Act out oral directions.
3.1.2 Respond to topics of conversation.	<ul style="list-style-type: none"> • Understand basic conversational rules. • Communicate comprehension of the message: agree/disagree. • Use non-verbal language to respond. • Interpret non-verbal aspects, such as: facial expressions, gestures, tone of voice, inflection, and stress. • Demonstrate strategies to check for understanding: clarify by attempting to restate what has been heard, ask for repetition. • State emotions, feelings, and opinions in simple language. • Make polite requests.
3.1.3 Demonstrate understanding of non face-to-face speech in familiar contexts, such as simple radio, television, and phone conversations.	<ul style="list-style-type: none"> • Answer the telephone and use greetings and farewells appropriately. • Take a simple message. • Begin to use a passive vocabulary to understand radio and television.
3.1.4 Recognize words that signal differences between present, past, and future events.	<ul style="list-style-type: none"> • Correctly answer present, past, and future time related questions: "What do you do in the evenings?" "What are you doing now?" "What were you doing at 8 p.m. last night?" "Where are you from?" "When did you come here?" "Will you help me tomorrow?"
3.1.5 Respond appropriately to short emergency warnings.	<ul style="list-style-type: none"> • Obey warnings, such as: "Stop!" "Slow down." "Get back." "Wait!"
3.1.6 Follow more complex commands and questions.	<ul style="list-style-type: none"> • Function appropriately in routine entry-level jobs that require some listening skills.

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Strand B: **Speaking**

Speaking Content Standard	
Students will become increasingly able to express themselves orally using English in the home, community, and workplace.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
3.2.1 Answer simple questions related to basic needs using previously learned phrases or simple sentences.	<ul style="list-style-type: none"> • Communicate information to a doctor or nurse. • Order food in a regular or fast-food restaurant. • Shop for clothing or food. • Respond to the teacher's questions. • Give personal information. • Respond to questions beginning with: who, what, where, when, why and how, such as "What do you want?"
3.2.2 Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences.	<ul style="list-style-type: none"> • Describe an ailment to a doctor or nurse. • Answer interview questions from classmates. • Answer information requests, such as: "Where are you from?" "What do you do?" "What did you do in your country?"
3.2.3 Ask questions related to basic needs using previously learned statements and phrases.	<ul style="list-style-type: none"> • Request instructions from a doctor or a nurse. • Interview a classmate. • Ask for advice. • Ask about plans and intentions. • Request personal information.
3.2.4 Communicate simple personal information on the telephone.	<ul style="list-style-type: none"> • Give name, telephone number and address when appropriate. • Respond to simple questions or requests. • Spell his/her name and address. • State emotions and feelings. • Make requests. • Make an appointment. • Leave a simple message.
3.2.5 Communicate with simple questions and answers within social functions.	<ul style="list-style-type: none"> • Give his/her name, where he/she is from, and what he/she does. • State reasons and excuses. • Respond to good/bad news appropriately. • Introduce people. • Give a compliment. • Express an opinion. • Express agreement/disagreement in a socially acceptable manner: "I do, too." "No, I don't."

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Level (EFL): **High Beginning ESL**
CASAS: 191-200

Strand C: **Reading**

Reading Content Standard	
Students will become increasingly able to read the written word with fluency and comprehension.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
3.3.1 Interpret isolated words and phrases in familiar contexts; such as: traffic signs, store ads, fast food menus, labels, product names.	<ul style="list-style-type: none">• Read signs in a grocery store.• Read sign-in instructions in a doctor's office.• Read menus at fast-food restaurants.• Read product/prescription labels.• Follow road directions.• Read simple sentences, paragraphs, and short advertisements.
3.3.2 Use strategies such as predicting or phonics decoding to interpret new words in familiar contexts.	<ul style="list-style-type: none">• Relate phonological sounds to letters and cluster of letters (sound/symbol correspondence).• Read and understand basic sight words.• Read and understand vocabulary in simple sentences and paragraphs.• Recognize short and long vowels in words.• Recognize basic spelling patterns.• Predict the meaning of a new word in simple context.
3.3.3 Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns.	<ul style="list-style-type: none">• Interpret sentences using vocabulary and structures previously learned orally.• Answer a simple question about content.• Read paragraphs and answer who, what, where, when, why, and how questions.

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Level (EFL): **High Beginning ESL**
CASAS: 191-200

Strand D: **Writing**

Writing Content Standard	
Students will become increasingly able to express themselves in written English using clear and grammatically correct structures.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
3.4.1 Copy materials that are meaningful to the student; such as: recipes, directions, stories generated during language-experience activities.	<ul style="list-style-type: none"> • Write and share recipes with other students. • Write directions to his/her home. • Copy personal information.
3.4.2 Write lists.	<ul style="list-style-type: none"> • Write invitation lists. • Write a list of things to do. • Plan a menu and create the grocery list. • Write lists of ingredients for recipes.
3.4.3 Write simple sentences based on personal experiences or familiar material.	<ul style="list-style-type: none"> • Write a journal entry. • Write about his/her family. • Write about his/her likes/dislikes.
3.4.4 Write a simple telephone message or note.	<ul style="list-style-type: none"> • Write a note to a child's teacher. • Take a message. • Write a thank-you note.
3.4.5 Write a series of related sentences based on personal experiences or familiar material.	<ul style="list-style-type: none"> • Write a simple story about something that happened during a summer vacation. • Write a letter to a friend. • Express an opinion in writing.
3.4.6 Write numbers and words correctly.	<ul style="list-style-type: none"> • Write dictation words and sentences. • Write a check to pay a bill.
3.4.7 Use simple punctuation.	<ul style="list-style-type: none"> • Write statements and questions. • Write compound sentences.

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Level (EFL): **Low Intermediate ESL**
CASAS: 201-210

Strand A: **Listening**

Listening Content Standard	
Students will become increasingly able to understand the spoken word from a variety of English speakers in diverse situations.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
4.1.1 Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect.	<ul style="list-style-type: none">• Use basic greetings and introductions.• Get information and respond to small talk.• Check out at a store.• Answer questions in a doctor's office.
4.1.2 Recognize basic grammar conventions in order to gain understanding.	<ul style="list-style-type: none">• Understand verb tense in questions asked, such as in a parent/teacher communication or at a restaurant.• Follow sequential instructions: in the workplace, in the classroom, from a doctor.

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Level (EFL): **Low Intermediate ESL**
CASAS: 201-210

Strand B: **Speaking**

Speaking Content Standard	
Students will become increasingly able to express themselves orally using English in the home, community, and workplace.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
4.2.1 Participate in simple face-to-face conversations dealing with basic survival needs and minimum courtesy requirements, demonstrating some cultural awareness.	<ul style="list-style-type: none"> • Ask for directions. • Give directions. • Give information. • Request information in a supermarket or mall. • Thank a friend for a gift. • Greet someone.
4.2.2 Ask and answer questions in simple present, past, and future tenses on familiar topics.	<ul style="list-style-type: none"> • Talk about family. • Talk about job. • Talk about personal interests. • Respond to simple questions in a job interview. • Ask simple questions in a job interview.
4.2.3 Participate in small group discussions.	<ul style="list-style-type: none"> • Talk about a trip. • Describe family. • Talk about feelings. • Communicate on work-related topics. • Discuss weather. • Contribute in cooperative learning activities.
4.2.4 Describe a sequence of events from the past on a topic related to his/her personal lives.	<ul style="list-style-type: none"> • Describe his/her arrival in the United States. • Describe medical history. • Describe a childhood event.
4.2.5 Ask and respond to questions using learned phrases.	<ul style="list-style-type: none"> • Contribute to small talk in a social situation. • Give name, address, and place of birth.
4.2.6 Demonstrate some control of basic grammar conventions.	<ul style="list-style-type: none"> • Form questions and statements. • Use correct pronouns in class discussion. • Use correct person, tense, and word order when asking questions. • Use some self-correction of subject-verb agreement and form questions using verb agreement.

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Strand C: **Reading**

Reading Content Standard	
Students will become increasingly able to read the written word with fluency and comprehension.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
4.3.1 Interpret simplified short narrative and descriptive passages on familiar topics.	<ul style="list-style-type: none"> • Read a simple article in a magazine or newspaper. • Take a written test. • Respond to reading comprehension activities.
4.3.2 Interpret simple narrative and descriptive passages on unfamiliar topics if material includes visuals or other aids that orient students to the passages.	<ul style="list-style-type: none"> • Read a lesson in American history from a level appropriate ESL history book. • Read descriptions in a museum or at an exhibit.
4.3.3 Scan for specific information in simple life-skill materials related to immediate needs.	<ul style="list-style-type: none"> • Read a medical label. • Read an apartment ad and understand basic abbreviations. • Follow a bus schedule. • Find a coupon in the paper. • Read fine print for exceptions in an advertisement. • Scan for information. • Read and understand simple maps and graphs. • Read safety signs at work.
4.3.4 Interpret simple newspaper headlines on familiar topics.	<ul style="list-style-type: none"> • Find a related article.

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Strand D: **Writing**

Writing Content Standard	
Students will become increasingly able to express themselves in written English using clear and grammatically correct structures.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
4.4.1 Write related sentences to form paragraphs on a topic.	<ul style="list-style-type: none"> • Write a paragraph about family. • Write about a vacation. • Write a thank-you note. • Write a journal entry.
4.4.2 Complete simple forms.	<ul style="list-style-type: none"> • Fill out a job application. • Apply for a driver's license. • Apply for a library card. • Fill out school forms. • Fill out a rental application. • Complete a medical form.

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English as a Second Language Curriculum Framework for Adults**

Level (EFL): **High Intermediate ESL**
CASAS: 211-220

Strand A: **Listening**

Listening Content Standard	
Students will become increasingly able to understand the spoken word from a variety of English speakers in diverse situations.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
5.1.1 Identify main ideas in factual material relating to everyday topics.	<ul style="list-style-type: none"> • Answer questions about a simple newspaper article. • Understand directions at work. • Exhibit some understanding of television and radio news. • Respond to conversations in social situations.
5.1.2 Detect the mood of the message by determining the attitudes and feelings of the speaker.	<ul style="list-style-type: none"> • Listen and respond with appropriate questions when talking to child's teacher. • Recognize intonations and non-verbal communication.
5.1.3 Demonstrate aural understanding of stories and articles when vocabulary and structures are in familiar contexts.	<ul style="list-style-type: none"> • Listen to a text-related CD or cassette and complete a cloze passage. • Understand current event discussions.
5.1.4 Demonstrate understanding of everyday conversation with some repetition or slow speech.	<ul style="list-style-type: none"> • Answer questions at a doctor's office. • Follow spoken directions in a store or mall. • Ask for clarification.
5.1.5 Follow oral instructions.	<ul style="list-style-type: none"> • Listen to and follow locational directions: "Turn right, then go straight." • Follow sequential classroom directions: "Go to page 164, look at paragraph two, sentence three."

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Strand B: **Speaking**

Speaking Content Standard	
Students will become increasingly able to express themselves orally using English in the home, community, and workplace.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
5.2.1 Communicate basic survival needs.	<ul style="list-style-type: none"> • Ask for basic information: “Where is the end of the line?” “Where is the bus stop?” “Where can I find . . . ?” “Where is the restroom?” • State a personal or physical need. “I need an aspirin.” “I need to find a job.”
5.2.2 Participate in face-to face conversations on topics beyond immediate survival needs.	<ul style="list-style-type: none"> • Answer questions about native country. • Talk about differences in cultures. • Give a personal history. • Ask information questions. • Express opinions. • Ask for a raise. • Relate a work experience.
5.2.3 Display some spontaneity and creativity in producing language patterns not previously learned or memorized. (However, students make errors often.)	<ul style="list-style-type: none"> • Give a telephone message. • Create sentences without having to follow a written script.
5.2.4 Adjust language forms to fulfill basic courtesy functions in face-to-face conversations.	<ul style="list-style-type: none"> • Differentiate between formal and informal situations and use appropriate language.
5.2.5 Clarify speech by rewording or repeating in order to be understood by the general public.	<ul style="list-style-type: none"> • Respond to: “What did you say?” • Respond to: “I don’t understand.” • Self-correct oral speech.
5.2.6 Demonstrate some control of complex grammar.	<ul style="list-style-type: none"> • Use correct word order in statements and questions. • Use the correct verb-tense in a complex sentence. • Self-monitor subject-verb agreement.

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Level (EFL): **High Intermediate ESL**
CASAS: 211-220

Strand C: **Reading**

Reading Content Standard	
Students will become increasingly able to read the written word with fluency and comprehension.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
5.3.1 Interpret actions required in specific written directions.	<ul style="list-style-type: none"> • Circle the answers in a test. • Follow a recipe. • Follow instructions for using a new appliance.
5.3.2 Interpret simple materials on familiar topics.	<ul style="list-style-type: none"> • Read and understand a newspaper article on current events. • Read and understand a social invitation. • Read and understand a public information notice.
5.3.3 Identify the main idea of a paragraph on a familiar topic.	<ul style="list-style-type: none"> • Read a paragraph about getting a job and identify the main responsibilities.
5.3.4 Derive the meaning of unfamiliar vocabulary and phrases from context.	<ul style="list-style-type: none"> • Read a newspaper article and interpret the meaning of new vocabulary words. • Read and follow directions to assemble an item.
5.3.5 Identify relationships within a passage by using transitional words.	<ul style="list-style-type: none"> • Interpret cause and effect. • Understand transitions: therefore, because, however.
5.3.6 Understand learned phrases and new phrases containing familiar vocabulary.	<ul style="list-style-type: none"> • Read and understand idioms in a lesson. • Recognize idioms in a newspaper article.

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Level (EFL): **High Intermediate ESL**
CASAS: 211-220

Strand D: **Writing**

Writing Content Standard	
Students will become increasingly able to express themselves in written English using clear and grammatically correct structures.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
5.4.1 Write short paragraphs describing daily activities or past events, using chronological order.	<ul style="list-style-type: none">• Write a journal.• Write a descriptive letter to a friend.• Write a note to a child's teacher explaining an absence.• Send an email.• Write a report about community excursion.
5.4.2 Fill out authentic job applications and medical history forms.	<ul style="list-style-type: none">• Apply for a job.• Write a cover letter.• Update medical history in a medical facility.• Fill out a driver's license application.

**Michigan Department of Labor and Economic Growth
Office of Adult Education and the Commission on Spanish Speaking Affairs
English as a Second Language Curriculum Framework for Adults**

Level (EFL): **Advanced ESL**
CASAS: 221-235

Strand A: **Listening**

Listening Content Standard	
Students will become increasingly able to understand the spoken word from a variety of English speakers in diverse situations.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
6.1.1 Demonstrate understanding of the majority of face-to-face speech in standard dialect and at a normal rate, with some repetition required.	<ul style="list-style-type: none"> • Understand and respond appropriately to what the teacher is saying in a parent/teacher conference. • Understand a doctor's instructions for his/her child. • Follow work-place instructions.
6.1.2 Demonstrate understanding of abstract ideas in familiar contexts.	<ul style="list-style-type: none"> • Listen to and interpret daily news headlines. • Understand such phrases as: "Love is blind." "Time is money." "Haste makes waste." • Understand explanations of vocabulary in the classroom.
6.1.3 Demonstrate understanding of most of the language used in movies or broadcasts.	<ul style="list-style-type: none"> • Answer questions about a video, movie or television program in a class activity. • Understand in order to retell a story from a movie or television program. • Ask a question about a phrase or idiom not understood in a movie or television show.
6.1.4 Demonstrate understanding of new vocabulary in context through predicting strategies.	<ul style="list-style-type: none"> • Understand a passage using idioms learned in class. • Choose the correct meaning of new vocabulary words by using context clues.

**Michigan Department of Labor and Economic Growth
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English as a Second Language Curriculum Framework for Adults**

Level (EFL): **Advanced ESL**
CASAS: 221-235

Strand B: **Speaking**

Speaking Content Standard	
Students will become increasingly able to express themselves orally using English in the home, community, and workplace.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students Use May This Skill
6.2.1 Ask and answer questions fluently, with minimal errors in the present, past, and future tenses.	<ul style="list-style-type: none"> • Answer questions in a job interview. • Answer questions about his/her children at school. • Discuss children's homework concerns.
6.2.2 Participate in conversations with increasing fluency on many everyday subjects and some subjects with unfamiliar vocabulary.	<ul style="list-style-type: none"> • Speak casually with some fluency with people at a social gathering. • Talk with a neighbor.
6.2.3 Participate with increasing fluency in most face-to-face social conversations and telephone conversations which contain complex structures. (Errors are common and may inhibit communication.)	<ul style="list-style-type: none"> • Speak with some understanding on the telephone, and take a message. • Call in sick to work. • Make a suggestion: "Let's go to a movie." • Answer questions about culture and native country when asked socially.
6.2.4 Clarify meaning through strategies such as paraphrasing when misunderstanding occurs.	<ul style="list-style-type: none"> • Paraphrase the boss's or teacher's instructions: "Do you want me to do this first?" "Did you say . . .?" "Do you mean . . .?" • Rephrase an answer if not understood the first time.
6.2.5 Adjust the language used in accordance with the level of formality required by the social situation in face-to-face conversations.	<ul style="list-style-type: none"> • Talk to teacher about a child's progress. • Discuss a problem with a friend. • Choose between formal and less formal forms in an introduction situation.
6.2.6 Speak creatively with some confidence.	<ul style="list-style-type: none"> • Give an opinion about a given topic. • Relate a personal incident.
6.2.7 Demonstrate control of complex grammar.	<ul style="list-style-type: none"> • Use correct syntax in sentences: "I have to be home by . . .", "Would you mind if I . . ." "When I was a child , my father would . . ." • Use phrasal verbs such as: "I am looking (at, for, forward to) an apartment."

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Level (EFL): **Advanced ESL**
CASAS: 221-235

Strand C: **Reading**

Reading Content Standard	
Students will become increasingly able to read the written word with fluency and comprehension.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
6.3.1 Interpret both authentic and edited materials on familiar subjects.	<ul style="list-style-type: none"> • Read a poem in class with some understanding. • Read a short story and answer questions about it. • Understand directions on a medicine container. • Read and understand recipe directions.
6.3.2 Identify main ideas and supporting details or examples from familiar material.	<ul style="list-style-type: none"> • Read a newspaper article and report about it to the class. • Answer questions on an exam.
6.3.3 Predict meaning from context by analyzing prefixes and suffixes of words.	<ul style="list-style-type: none"> • Decode unknown words. • Read a variety of materials.
6.3.4 Make inferences.	<ul style="list-style-type: none"> • Read a passage and predict what will happen next.
6.3.5 Summarize reading passages.	<ul style="list-style-type: none"> • Give a report on a reading selection in class.
6.3.6 Interpret simple charts and graphs.	<ul style="list-style-type: none"> • Read and understand a time-line in a history book. • Understand data presented in a chart or graph in a newspaper article.

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Level (EFL): **Advanced ESL**
CASAS: 221-235

Strand D: **Writing**

Writing Content Standard	
Students will become increasingly able to express themselves in written English using clear and grammatically correct structures.	
Benchmarks On exit of this level, the student is able to:	Applications Examples of How/Where Students May Use This Skill
6.4.1 Expand and combine simple sentences by adding or modifying words, clauses, and phrases.	<ul style="list-style-type: none"> • Write a comparative journal entry. • Write a note to a person in authority about a problem.
6.4.2 Write and punctuate complex sentences.	<ul style="list-style-type: none"> • Write a journal entry and self correct it. • Write a letter to a friend. • Write a memo at work.
6.4.3 Write descriptive and narrative paragraphs using correct punctuation.	<ul style="list-style-type: none"> • Describe a visit to someone's home using correct punctuation. • Write a personal paragraph on a job/school application. • Peer edit an assignment.
6.4.4 Complete forms.	<ul style="list-style-type: none"> • Fill out a loan application. • Fill out a standard tax form.
6.4.5 Use transition words within and between paragraphs.	<ul style="list-style-type: none"> • Combine two sentences into one using a transition word: and, next, but, so. • Write a five-paragraph composition.
6.4.6 Take simple notes from public announcements, short lectures, real interviews, and brief video and audio broadcasts.	<ul style="list-style-type: none"> • Listen to a guest speaker and write about three things he/she heard. • Take notes while watching a movie.

**Michigan Department of Labor and Economic Growth
Office of Adult Education and the Commission on Spanish Speaking Affairs
English as a Second Language
Technical Assistance Paper**

Introduction

The mission of the Curriculum Practitioners' Task Force is to develop a Michigan model for adult education using state and national curriculum standards.

In order to provide consistent delivery of English as a Second Language (ESL) instruction throughout the State of Michigan, adult educators need program area performance standards and curriculum that will enable them to meet their students' needs. Thus, the Practitioners' Task Force Committee for Curriculum and Instruction developed content standards for English as a Second Language programs that reflect real-world English language proficiency needs of students.

Purpose

The purpose of this curriculum is to provide guidelines for English language instruction for limited English proficient adults that will increase their ability to communicate in English.

The content is compatible with principles of language acquisition for adult learners of English and includes skills useful in community, workplace, and academic applications. Skills are integrated into reading, writing, speaking, and listening strands.

Terminology

Content Standards

The content standards identify core elements of second language learning that are important, yet general enough to relate to adult education contexts throughout the State of Michigan. The primary strands, *Listening*, *Speaking*, *Reading*, and *Writing*, permeate all language learning contexts. These are guidelines. They are not lesson plans and are not intended to be all inclusive. Providers will need to develop curricula based on their own population needs.

Benchmarks

Benchmarks describe what skills students at specific levels should know or be able to accomplish for a given standard. The specific levels are based on the NRS "Measures and Methods for the National Reporting System for Adult Education." There may be multiple benchmarks for each level under a content standard.

Applications

Applications indicate examples of how or where a student may demonstrate attainment of a benchmark. These applications represent only examples of attainment and are not exhaustive or mandatory.

Educational Functioning Levels

The National Reporting System (NRS) in cooperation with the US Department of Education - Division of Adult Education and Literacy revised a system (Effective July 1, 2006) that identifies ESL student performance at six Educational Functioning Levels (EFLs). Any movement up the Educational Functioning Level scale is considered an educational gain. (See Appendix A.)

- *Beginning ESL Literacy*
- *Low Beginning ESL*
- *High Beginning ESL*
- *Low Intermediate ESL*
- *High Intermediate ESL*
- *Advanced ESL*

Learners in the *Beginning ESL Literacy* Level fall into one of three categories:

- Low first language literacy and low speaking ability
- Low first language literacy and high speaking ability
- First language literacy but a different alphabet or learned English by ear

Summary

The ESL Curriculum and Instruction Standards represent a common framework that teachers and programs may use to link curriculum and instruction, along with assessment and evaluation, to achievement of real-life skills.

Resources

- Arizona Curriculum Content Standards
- Comprehensive Adult Student Assessment System (CASAS) Competencies
- Dearborn Adult Education ESL Curriculum
- Equipped for the Future Content Standards
- Ferndale Adult Education ESL Curriculum
- Grand Rapids Adult Education ESL Curriculum
- Haslett Adult Education ESL Curriculum
- Michigan Curriculum Content Standards
- National Reporting System (NRS)